

# ***PAAP Glossary of Terms***

**Alternate Assessment** – the assessment of Content Standards for students whose exceptionality requires accommodations that are so significant that they compromise the validity of the assessment (i.e., student would require accommodations not listed in “Policies and Procedures for Accommodations and Alternate Assessment to the MEA). Where applicable, use of an alternate assessment must be identified and described in the students Individual Education Plan (IEP) or other personal plan.

**Assessment** – an educational instrument or activity designed to determine what a student knows and is able to do.

**Content Area** – specific subjects in education, such as English Language Arts, Science, Mathematics and Social Studies

**Content Standard (CS)** – a broad description of knowledge and skills in each of eight content areas of the system of *Learning Results*. The content standards are set forth in Maine Department of Education Reg. 131

**Content Validity** – the degree to which an assessment measures the Content Standard(s) it is intended to measure, and the degree to which inferences and actions based on student performance are appropriate.

**Documentation** – evidence, information, and/or data on a student's performance and achievement of identified knowledge and skills

**Entry** – the combination all student work, Task Descriptions and an Entry Slip all related to a single Content Standard.

**Entry Slip** – sheet attached to portfolio entries identifying the content and skills addressed by the entry, and levels of assistance provided the student.

**Evidence** – products that document the student's performance (i.e. actual student work, instructional program data, video/audio tapes etc.)

**General Curriculum** – the school administrative unit's written document of local curriculum for grades K-12 that incorporates the content standards and performance indicators of the *Learning Results*. The curriculum reflects a comprehensive plan for continuous, sequential, and specific instruction.



**Grade Span** – checkpoints at PK-2, 3-4, 5-8, and secondary in the *Learning Results*.

**Independent** – the Level of Assistance which describes work done by a student who performs the task without assistance.

**Levels of Assistance** – descriptions of the four degrees of assistance provided a student that allow for accurate demonstration of their level of achievement on a task but do not impact performance level. PAAP Levels of Assistance are Support, Prompting, Limited Prompting, and Independent.

**Limited Prompting** – the Level of Assistance which is applied to work done in response to prompts which are not specific to the task on which the student is working. Such prompts take little time and are used to keep the student focused on the task, and to encourage perseverance.

**Maine Educational Assessment (MEA)** – the State assessment administered in grades 4, 8 & 11.

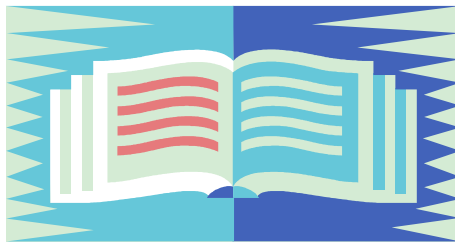
**Maine *Learning Results*** – the knowledge and skills essential to prepare Maine students for work, for higher education, for citizenship and for personal fulfillment

**Opportunity to Demonstrate** – provided through tasks that allow for options in strategy/solution/response and represent the culmination or synthesis of instructional experiences.

**Personalized Alternate Assessment Portfolio (PAAP)** – an assessment that evaluates the performance of students who cannot participate in the MEA (through standard administration or through administration with accommodations) on the basis of a body of work related to Maine's *Learning Results*

**Performance Indicator (PI)** – the statement in the Maine Department of Education Reg. 131 that define in specific measurable terms the stages of achievement toward meeting a Content Standard within each grade span.

**Performance Level** – a general definition of expectations for each scoring level. (ex., The MEA performance levels are: Does Not Meet the Standards, Partially Meets the Standards, Meets the Standards or Exceeds the Standards).



**Portfolio** – form of assessment that evaluates student performance on the basis of a body of work. A collection of evidence for a purpose.

**Prompting** - the Level of Assistance which is applied to work done in response to prompts which are specific to the task on which the student is working.

**Reliability** – the degree to which an assessment produces consistent results. That is, when the results of an assessment have high reliability, a student would be expected to receive a similar score whether judged by a different rater, tested on a different occasion, or administered an equivalent form of the assessment.

**Rubric** – a set of criteria that qualitatively describes different levels of performance. Used to make expectations clear to students and to establish consistent standards for scoring student work (four levels of PAAP rubrics each articulate four levels of performance related to the Grade Span Performance Indicators)

**Scoring Guide** – see **Rubric**

**Scoring Organizer** – A scannable document used to record student PAAP scores by Content Standard.

**Support** - the Level of Assistance which is applied to work which the student is able to perform only in response to extensive cues/prompts/supports.

**Table of Contents** –forms required as part of the PAAP to organize and document student work, by Entry, for scoring. Content Standards and Performance Indicators addressed by the evidence, as well as the tool used to document performance levels, are recorded on this form.

**Task** – assignment or prompt given to a student as part of his/her instructional program that clearly articulates expectations.

**Task Description** – a sheet attached to portfolio entries identifying what was asked of the student and under what conditions the task was completed.